

<b>LEA Name:</b>	Central Square School District
<b>LEA BEDS Code:</b>	460801060000
<b>School Name:</b>	Central Square Middle School

**ENTER DATA INTO ALL YELLOW CELLS.**

## 2019-2020 School Comprehensive Education Plan (SCEP)

<b>Contact Name</b>	Mathew L. Penrod	<b>Title</b>	Building Principal
<b>Phone</b>	(315) 668-1370	<b>Email</b>	<a href="mailto:mpenrod@cssd.org">mpenrod@cssd.org</a>
<b>Website for Published Plan</b>	<a href="http://www.cssd.org/domain/177">www.cssd.org/domain/177</a>		

**APPROVAL OF THIS PLAN BY THE SUPERINTENDENT AND BOARD OF EDUCATION (IN NEW YORK CITY, THE CHANCELLOR OR THE CHANCELLOR'S DESIGNEE) IS MANDATORY.**

Implementation is required no later than the first day of regular student attendance.

## SIGNATURES

**DIRECTIONS:** The SCEP must be submitted with the signatures of those who participated in the development of the SCEP. The individuals identified in the "Stakeholder Participation" tab shall provide their signatures in the space below.

If the school is unable to secure the signatures of an individual in the space below, the school shall write "Addendum Attached," in the space for the signature and provide, in a separate document, a brief written explanation as to why it was unable to secure that individual's signature along with the most recent contact information for that individual. In addition, that member must be provided the opportunity to submit in writing the reason he/she did not sign.

If an individual identified below has objections or concerns related to the SCEP, that team member shall note "Addendum Attached," next to his or her signature and provide, in a separate document, an explanation of the specific objections or concerns.

Name	Title	Signature	Date
Matt Penrod	CSMS Building Principal		22-Aug-19
Jeff King	CSMS Principal		22-Aug-19
Jennifer Smolnik	CSMS Assistant Principal		22-Aug-19
Concetta Galvan	Assistant Superintendent CSSD		22-Aug-19
Kelly Mascaro	CSMS Teacher		22-Aug-19
Lindsay Marshall	CSMS Teacher, ELA Department Coordinator		22-Aug-19
Jaime Brown	CSMS Teacher, Math Department Coordinator		22-Aug-19
Pam Winchek	CSMS School Counselor		22-Aug-19
Kelly Mascaro	CSMS Teacher, CSTA Union Representative		22-Aug-19
Lynn Dowler	CSMS Teacher, CSTA Union President		22-Aug-19
Chase Enright	CSMS Student, Grade 7		22-Aug-19
Joseph Balch	CSMS Student, Grade 7		22-Aug-19
Sue Hamon	CSMS Teaching Assistant		22-Aug-19

<b>Alicia Melvin</b>	<b>Parent</b>		<b>22-Aug-19</b>
<b>Laurie Hedges</b>	<b>Consultant</b>		<b>22-Aug-19</b>

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### 2019-2020 School Comprehensive Education Plan (SCEP)

Contact Name	Mathew L. Penrod	Title	Building Principal
Phone	(315) 668-1370	Email	mpenrod@cssd.org
Website for Published Plan	www.cssd.org/domain/177		

APPROVAL OF THIS PLAN BY THE SUPERINTENDENT AND BOARD OF EDUCATION (IN NEW YORK CITY, THE CHANCELLOR OR THE CHANCELLOR'S DESIGNEE) IS MANDATORY.

Implementation is required no later than the first day of regular student attendance.

### SIGNATURES






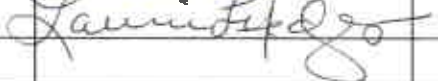
**DIRECTIONS:** The SCEP must be submitted with the signatures of those who participated in the development of the SCEP. The individuals identified in the "Stakeholder Participation" tab shall provide their signatures in the space below.

If the school is unable to secure the signatures of an individual in the space below, the school shall write "Addendum Attached," in the space for the signature and provide, in a separate document, a brief written explanation as to why it was unable to secure that individual's signature along with the most recent contact information for that individual. In addition, that member must be provided the opportunity to submit in writing the reason he/she did not sign.

If an individual identified below has objections or concerns related to the SCEP, that team member shall note "Addendum Attached," next to his or her signature and provide, in a separate document, an explanation of the specific objections or concerns.

Name	Title	Signature	Date
Matt Penrod	CSMS Building Principal	<i>Mathew L. Penrod</i>	22-Aug-19
Jeff King	CSMS Principal	<i>Jeff King</i>	22-Aug-19
Jennifer Smolnik	CSMS Assistant Principal	<i>Jennifer Smolnik</i>	22-Aug-19
Concetta Galvan	Assistant Superintendent CSSD	<i>Concetta Galvan</i>	22-Aug-19
Lindsay Marshall	CSMS Teacher, ELA Department Coordinator		22-Aug-19
Jaime Brown	CSMS Teacher, Math Department Coordinator	<i>Jaime Brown</i>	22-Aug-19
Pam Winchek	CSMS School Counselor	<i>Pam Winchek</i>	22-Aug-19
Kelly Mascaro	CSMS Teacher, CSTA Union Representative	<i>Kelly Mascaro</i>	22-Aug-19

*Absent due to family emergency*

Lynn Dowler	CSMS Teacher, CSTA Union President		22-Aug-19
Chase Enright <i>Chase</i>	CSMS Student, Grade 7		22-Aug-19
Joseph Balch <i>Joseph</i>	CSMS Student, Grade 7		22-Aug-19
Sue Hamon	CSMS Teaching Assistant		22-Aug-19
Alicia Melvin	Parent		22-Aug-19
Laurie Hedges	Consultant		22-Aug-19

## Statement of Assurances

By signing this document, the Local Education Agency certifies that:

- yes 1. The School Comprehensive Education Plan (SCEP) has been developed in consultation with parents, school staff, and others in accordance with the requirements of Shared-Decision Making (CR 100.11) to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the plan before it is approved.
- yes 2. The SCEP has been formally approved by the school board and will be made widely available through public means, such as posting on the internet, distribution through the media, and distribution through public agencies.
- yes 3. The SCEP will be implemented no later than the beginning of the first day of regular student attendance.
- yes 4. The SCEP contains at least one evidence-based intervention.
- yes 5. Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.

## Evidence-Based Intervention

**Evidence-Based Intervention:** All CSI and TSI schools must implement at least one evidence-based intervention as part of its SCEP. The intervention identified must meet the criteria of a Tier 1, Tier 2, or Tier 3 evidence-based intervention under ESSA. More information can be found at <http://www.nysed.gov/accountability/evidence-based-interventions>

**Schools may choose one of three options for identifying their evidence-based intervention:**

- 1) Selecting a strategy from the State-Supported Evidence Based Strategies located at: <http://www.nysed.gov/accountability/state-supported-evidence-based-strategies>**
- 2) Selecting an evidence-based intervention identified through either the What Works Clearinghouse, Social Programs That Work, or Blueprints for Healthy Youth Development**
- 3) Identifying an evidence-based intervention on its own that meets the criteria for Tier 1, Tier 2, or Tier 3.**

**Directions:** Place an "X" in the box next to the path the school has chosen for identifying its evidence-based intervention and follow the corresponding directions for that path.

<input checked="" type="checkbox"/>	<b>State-Supported</b>
If selected, indicate below the specific strategy found at <a href="http://www.nysed.gov/accountability/state-supported-evidence-based-strategies">http://www.nysed.gov/accountability/state-supported-evidence-based-strategies</a> that the school is implementing in 2019-20.	
Strategy the school will implement:	The school will implement three state supported strategies. PLCs will be put in place as a vehicle for data team meetings and book studies on the gradual release of responsibility and poverty. Also, Instructional Coaching will be utilized for the walkthroughs and actionable feedback, particularly around the gradual release of responsibility and differentiation. In addition, the principals will work with a consultant for their Principal Leadership Development.

<b>x</b>	<b>Clearinghouse-Identified</b>	
	If selected, indicate below the specific intervention or program to be implemented, the clearinghouse (What Works, Social Programs that Work, or Blueprints for Healthy Youth) that has concluded this strategy is effective, and the rating or score the clearinghouse has given this strategy.	
	Strategy the school will implement:	The school will implement the three tier chronic absenteeism intervention model from Attendance Works. <a href="https://www.attendanceworks.org/chronic-absence/addressing-chronic-absence/3-tiers-of-intervention/">https://www.attendanceworks.org/chronic-absence/addressing-chronic-absence/3-tiers-of-intervention/</a>
	Clearinghouse	Attendance Works
	Rating from Clearinghouse	Tier 1: <a href="https://ies.ed.gov/ncee/edlabs/regions/midatlantic/askarel_19.asp">https://ies.ed.gov/ncee/edlabs/regions/midatlantic/askarel_19.asp</a>

<b>x</b>	<b>School-Identified</b>	
	If selected, indicate below the specific intervention or program to be implemented, the evidence tier that the school believes this intervention falls under, and a hyperlink to research that supports that this strategy meets the ESSA standard for a Tier 1, Tier 2, or Tier 3 evidence-based intervention. If no hyperlink is available, or if the supporting study requires a fee to view, then the school must submit the supporting research as an attachment when submitting the SCEP.	
	Strategy the school will implement:	School leaders and staff communicate and model behavioral expectations to all students on a regular basis. Track behavioral data and share with staff and students.
	ESSA Evidence-Based Tier (1, 2, 3)	Tier 1
	Link to research or citation (if citation is used then research must be submitted separately with the SCEP)	<a href="https://www.ericdigests.org/1992-1/school.htm">https://www.ericdigests.org/1992-1/school.htm</a> . <a href="https://eric.ed.gov/?id=ED350727">https://eric.ed.gov/?id=ED350727</a>

**Additional Evidence-Based Interventions (Optional)**

All schools must implement at least one Evidence-Based Intervention. Schools implementing more than one Evidence-Based Interventions can use the space below to identify additional evidence-based interventions the school has selected.

Stake holders suggested that the school establish an Early Warning Intervention and Monitoring System, a State-supported evidenced based strategy, specific to attendance. <https://files.eric.ed.gov/fulltext/ED573814.pdf>

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## Meaningful Stakeholder Participation

**Meaningful Stakeholder Participation:** The SCEP must be developed in consultation with parents, school staff, and in secondary schools, students, and in accordance with §100.11 of Commissioner’s Regulations. All schools are expected to follow the guidelines outlined in the "Requirements for Meaningful Stakeholder Participation" section of the SCEP Completion Guide.

**Instructions:** List the stakeholders who participated in developing the SCEP. Boxes should be added as necessary. The school shall obtain the signatures of the individuals identified below on the SCEP Cover Page tab.

Name	Title
Matt Penrod	CSMS Building Principal
Jeff King	CSMS Principal
Jennifer Smolnik	CSMS Assistant Principal
Concetta Galvan	Assistant Superintendent CSSD
Kelly Mascaro	CSMS Teacher
Jaime Brown	CSMS Teacher, Math Department Coordinator
Pam Winchek	CSMS School Counselor
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Chase Enright	CSMS Student, Grade 7
Joseph Balch	CSMS Student, Grade 7
Sue Hamon	CSMS Teaching Assistant
Alicia Melvin	Parent
Laurie Hedges	Consultant

**Instructions:** Identify the dates when the school engaged with stakeholders to cover the five different steps involved in developing a SCEP. Include the initials of those involved in each meeting. The initials should correspond with the names identified above. When applicable, note up to two ideas that were discussed at these meetings as possible options that the school ultimately decided not to pursue.

SCEP Steps	Date(s) this was done with stakeholders	Initials of those involved	If applicable: Ideas discussed but not pursued (up to 2)
Reviewing multiple sources of feedback to identify needs and root causes	August 22, 2019	See above, signatures attached	N/A
Determining priorities and goals based on the needs identified	8/22/2019	See above, signatures attached	
Identifying an evidence-based intervention	8/22/2019	See above, signatures attached	Full implementation of a restorative justice program
Scheduling activities to occur during the year to reach these goals and priorities, and identifying benchmarks for the goals identified	8/22/2019	See above, signatures attached	N/A
Identifying a plan to communicate the priorities to different stakeholders	8/22/2019	See above, signatures attached	N/A

**TSI schools only:** Identify how the perspectives of stakeholders associated with the identified subgroup(s) have been incorporated into the SCEP

Stakeholder group	How the perspectives of this group have been incorporated into the SCEP
Teachers responsible for teaching each identified subgroup	
Parents with children from each identified subgroup.	
Secondary Schools: Students from each identified subgroup	

## English Language Arts

<b>A1. ELA Baseline Data: Provide the most recently available information.</b>	The 2016-2017 ELA baseline data for all students is 96.6 of 200 on the SASS Index. The baseline data for Economically Disadvantaged students is 86.1, and 86.2 for Hispanic students.
<b>B1. SCEP Goal for English Language Arts TSI schools: Identify the subgroup AND the subgroup goal for each identified subgroup.</b>	The ELA goal for all students is to increase the success rate for all students to 113 for the 2020 - 2021 school year. For Economically Disadvantaged students, the goal is 104.5, and 104.6 for Hispanic students. A second ELA goal is for the school to show a 3% increase in overall growth scores as measured by the STAR reading assessment by grade level.
<b>C1. Area(s) of Need: Indicate the area(s) of need that have emerged in the SCEP Development Team's review of data, practices, and resources, that if addressed, could result in improvements towards this goal.</b>	One area of need that emerged during the SCEP Development Team's review is the lack of teachers' data analysis to inform instruction. A second area of need is the preponderance of teacher talk versus collaborative student work.

**D1. Action Plan - August 2019 through January 2020**

<b>D2. Start Date:</b> Identify the projected start date for each activity.	<b>D3. End Date:</b> Identify the projected end date for each activity.	<b>D4. Steps to Address Areas of Need and Improve Goal:</b> In each cell below, identify the steps the school will take, in chronological order, between August and January to make progress towards this goal.
August 2019	January 2020	District and Building Leadership will provide professional development opportunities for teachers to align their instructional strategies to meet the expectations of the Next Generation Standards in order to prepare for revised assessments in core areas of ELA, Math, Science, and Social Studies, with an emphasis on critical thinking and problem solving skills.
October 2019	January 2020	All teachers will be provided the text <i>Better Learning Through Structured Teaching</i> as well as with professional development on how to provide more interactive quality instructional strategies and collaborative learning opportunities via the "Gradual Release of Responsibility" model.
September 2019	October 2019	All teachers will be provided with professional development on how to write rigorous lesson learning targets, aligned to quality instruction and formative assessment.
September 2019	January 2020	All reading teachers will engage in the Oswego County Literacy Initiative, and will be provided with professional development on reading and literacy development.
September 2019	January 2020	All reading teachers will be provided with professional development on LETRS, a reading intervention program.
September 2019	January 2020	All content area teachers will be provided with professional development and coaching pertaining to reading in the content area and explicit vocabulary instruction.
September 2019	January 2020	Building Principals will conduct regular visitations to classrooms and focus on the observation of rigorous learning opportunities with targeted strategies such as formative assessment to enhance student performance in reading and ELA.
September 2019	January 2020	District Leadership and Building principals will commit that all classroom observations, visitations, and/or walkthroughs result in actionable feedback.
September 2019	January 2020	All teachers will implement tier one interventions through differentiated instruction and a gradual release of responsibility to meet the individual needs of all learners.
September 2019	January 2020	Principals will conduct regular classroom observations, visitations, and/or walkthroughs to observe and coach instructional strategies that foster rigorous learning opportunities for all students at a differentiated level to meet individual needs of learners.
October 2019	January 2020	Principals will conduct regular classroom observations, visitations, and/or walkthroughs to observe and monitor that rigorous learning targets are both monitored and made meaningful and relevant to students throughout the lesson.
September 2019	January 2020	School administration will put in place a schedule of regular PLC meetings designed to allow teachers to analyze formative data in order to inform instruction.
September 2019	January 2020	All teachers will engage in professional development on the use of PLC data meetings focused on informing instruction.
September 2019	January 2020	School administrators will assist staff in utilizing the existing flexible schedule to promote team teaching opportunities between the reading/ELA teachers and content area teachers.
November 2019	January 2020	School administrators will capitalize on the existing extended-day transportation schedule to work with staff to design and offer small group learning opportunities after school.
September 2019	January 2020	School administration will gain knowledge and implement the use of parent communication tools, such as BlackBoard and School Tool.
September 2019	January 2020	Teachers will utilize parent communication tool such as School Tool/ district email/ Blackboard to provide a monthly update on upcoming topics and events.
September 2020	January 2020	School administration will communicate all progress and/or concerns to all stakeholders on a regular basis via face-to-meetings, written communications such as newsletters, emails and blasts, school events, and the district ESSA website page.
July 2019	January 2020	School administrators will work with a consultant coach throughout the year to facilitate their leadership development.

		<p><b>E1. Mid-Year Benchmark(s) - Identify what the school would expect to see in January to know it is on track to reach its goal. While this can be descriptive, schools should use quantifiable data when applicable.</b></p> <p>By January, 2020, all students will participate in the winter administration of the district provided STAR reading program for purposes of progress monitoring.</p>
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**F1. Action Plan - January 2020 through June 2020**

<b>F2. Start Date:</b> Identify the projected start date for each activity.	<b>F3. End Date:</b> Identify the projected end date for each activity.	<b>F4. Steps to Address Areas of Need and Improve Goal:</b> In each cell below, identify the steps the school envisions taking in the second half of the school year IF it determines that the August to January steps have been successful.
January 2020	June 2020	District and Building Leadership will continue to provide and progress monitor professional development opportunities for teachers to align their instructional strategies to meet the expectations of the Next Generation Standards in order to prepare for revised assessments in core areas of ELA, Math, Science, and Social Studies, with an emphasis on critical thinking and problem solving skills.
January 2020	June 2020	Administrators will continue to conduct regular classroom observations, visitations, and/or walkthroughs to observe and monitor that all teachers are utilizing and refining the "Gradual Release of Responsibility" model and provide actionable feedback.
January 2020	June 2020	All reading teachers will continue to engage in the Oswego County Literacy Initiative, and be provided with professional development on reading and literacy development. Administrators will progress monitor teacher participation and impact of engagement.
January 2020	June 2020	All reading teachers will continue to implement the LETRS reading intervention program. Administrators will continue to progress monitor the implementation and impact of the program.
January 2020	June 2020	Principals will continue to conduct regular classroom observations, visitations, and/or walkthroughs to observe and monitor that rigorous learning targets are both posted and made meaningful and relevant to students throughout the lesson and to provide actionable feedback.
January 2020	June 2020	Teachers and administrators School administration will continue to participate in PLC meetings focused on analyzing formative data in order to inform instruction.
January 2020	June 2020	Building Principals will continue to conduct regular classroom observations and visitations for the purpose of monitoring rigorous learning opportunities with a gradual release of responsibility and differentiation that supports student growth at an individual level and to provide actionable feedback.
January 2020	June 2020	Building Administration will continue bi-monthly data meetings to review student progress using local data ( STAR, DIBELS, QPS, Student grades), and movement through the RTI process.
January 2020	June 2020	School administrators will continue to assist staff to utilize the existing flexible schedule to establish team teaching opportunities between the reading teachers and content area teachers.
January 2020	June 2020	School administrators will continue to capitalize upon and progress monitor the existing extended-day schedule to work with staff to design and offer small group learning opportunities after school.
January 2020	June 2020	School administration progress the use of parent communication tools, such as BlackBoard and School Tool, by all parties.
		School administration will continue to communicate all progress and/or concerns to all stakeholders on a regular basis via face-to-meetings, written communications such as newsletters, emails and blasts, school events, and the district ESSA website page.
January 2019	August 2020	School administrators will continue to work with a consultant coach throughout the year to facilitate their leadership development.



**REVIEWER FEEDBACK**

**REVIEWER FEEDBACK ON BASELINE DATA**

**REVIEWER FEEDBACK ON AREA(S) OF NEED**



<b><u>REVIEWER FEEDBACK ON ACTIVITIES</u></b>

**REVIEWER FEEDBACK ON BENCHMARK(S)**

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**REVIEWER FEEDBACK ON ACTIVITIES**

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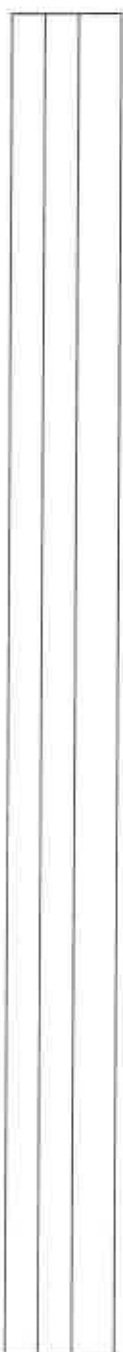
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## Mathematics

**A1. Mathematics Baseline Data: Provide the most recently available information.**

The 2016-2017 Math baseline data for all students is 99.3 of 200 on the SASS Index. The baseline data for Economically Disadvantaged students is 84.8, and 82.3 for Hispanic students.

**B2. SCEP Goal for Mathematics  
TSI schools: Identify the subgroup AND the subgroup goal for each identified subgroup.**

The Math goal for all students is to increase the success rate for all students to 115.3 for the 2020 - 2021 school year. For Economically Disadvantaged students, the goal is 103.2, and 101.1 for Hispanic students. A second Math goal is for the school to show a 3% increase in overall growth scores as measured by the STAR math assessment by grade level.

**C1. Area(s) of Need: Indicate the area(s) of need that have emerged in the SCEP Development Team's review of data, practices, and resources, that if addressed, could result in improvements towards this goal.**

One area of need that emerged during the SCEP Development Team's review is the lack of teachers' data analysis to inform instruction. A second area of need is the preponderance of teacher talk versus collaborative student work.

<b>D1. Action Plan - August 2019 through January 2020</b>		
<b>D2. Start Date:</b> Identify the projected start date for each activity.	<b>D3. End Date:</b> Identify the projected end date for each activity.	<b>D4. Steps to Address Areas of Need and Achieve Goal:</b> In each cell below, identify the steps the school will take, in chronological order, between August and January to make progress towards this goal.
August 2019	November 2019	District and Building Leadership will provide professional development opportunities for teachers to align their instructional strategies to meet the expectations of the Next Generation Standards in order to prepare for revised assessments in core areas of ELA, Math, Science, and Social Studies, with an emphasis on critical thinking and problem solving skills.
October 2019	April 2020	All teachers will be provided the text <i>Better Learning Through Structured Teaching</i> as well as with professional development on how to provide more interactive quality instructional strategies and collaborative learning opportunities via the "Gradual Release of Responsibility" model.
September 2019	January 2020	All teachers will be provided with professional development on how to write rigorous lesson learning targets, aligned to instruction and formative assessment.
September 2019	January 2020	Building Principals will conduct regular visitations to classrooms and focus on the observation of rigorous learning opportunities with targeted strategies such as formative assessment to enhance student performance in Mathematics.
September 2019	January 2020	District Leadership and Building principals will conduct classroom observations, visitations, and/or walkthroughs with actionable feedback.
September 2019	January 2020	All teachers will implement tier one interventions through differentiated instruction and a gradual release of responsibility to meet the individual needs of all learners.
September 2019	January 2020	Principals will conduct regular classroom observations, visitations, and/or walkthroughs to observe and coach instructional strategies that foster rigorous learning opportunities for all students at a differentiated level to meet individual needs of learners.
September 2019	January 2020	Principals will conduct regular classroom observations, visitations, and/or walkthroughs to observe and monitor that rigorous learning targets are both posted and made meaningful and relevant to students throughout the lesson.
September 2019	January 2020	School administration will put in place a schedule of regular PLC meetings designed to allow teachers to analyze formative data in order to inform instruction.
September 2019	January 2020	All teachers will engage in professional development on the use of PLC data meetings focused on informing instruction.
September 2019	January 2020	School administrators will utilize the existing flexible schedule to allow for peer observations and coaching as appropriate.
September 2019	January 2020	School administrators will assist staff in utilizing the existing flexible schedule to establish team teaching opportunities between teachers in order to support more small group interdisciplinary, project-based learning opportunities, particularly those pertaining to conceptual attainment of mathematical concepts.
September 2019	January 2020	School administrators will capitalize on the existing extended-day schedule to work with staff to design and offer small group learning opportunities after school.
September 2019	January 2020	School administration will gain knowledge and implement the use of parent communication tools, such as BlackBoard and School Tool.
September 2019	January 2020	Teachers will utilize parent communication tool such as School Tool to provide a monthly update on upcoming topics and events.
September 2019	January 2020	School administration will communicate all progress and/or concerns to all stakeholders on a regular basis via face-to-meetings, written communications such as newsletters, emails and blasts, school events, and the district ESSA website page.
July 2019	January 2020	School administrators will work with a consultant coach throughout the year to facilitate their leadership development.

<p><b>E1. Mid-Year Benchmark(s) - Identify what the school would expect to see in January to know it is on track to reach its goal. While this can be descriptive, schools should use quantifiable data when applicable.</b></p>	<p>By January, 2020, all students will participate in the winter administration of the district provided STAR Math program for purposes of progress monitoring.</p>
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**F1. Action Plan - January 2020 through June 2020**

<p><b>F2. Start Date:</b> Identify the projected start date for each activity.</p>	<p><b>F3. End Date:</b> Identify the projected end date for each activity.</p>	<p><b>F4. Steps to Address Areas of Need and Improve Goal: In each cell below, identify the steps the school envisions taking in the second half of the school year IF it determines that the August to January steps have been successful.</b></p>
January 2020	June 2020	District and Building Leadership will continue to provide and progress monitor professional development opportunities for teachers to align their instructional strategies to meet the expectations of the Next Generation Standards in order to prepare for revised assessments in core areas of ELA, Math, Science, and Social Studies, with an emphasis on critical thinking and problem solving skills.
January 2020	June 2020	Administrators will continue to conduct regular classroom observations, visitations, and/or walkthroughs to observe and monitor that all teachers are utilizing and refining the "Gradual Release of Responsibility" model and to provide actionable feedback.
January 2020	June 2020	Principals will continue to conduct regular classroom observations, visitations, and/or walkthroughs to observe and monitor that rigorous learning targets are both posted and made meaningful and relevant to students throughout the lesson and to give actionable feedback on their observations.
January 2020	June 2020	Teachers and administrators School administration will continue to participate in PLC meetings focused on analyzing formative data in order to inform instruction.
January 2020	June 2020	Building Administration will continue bi-monthly data meetings to review student progress using local data ( STAR, Student grades), and movement through the RTI process.
January 2020	June 2020	Building Principals will continue to conduct regular classroom observations and visitations for the purpose of monitoring rigorous learning opportunities with a gradual release of responsibility and differentiation that supports student growth at an individual level.
January 2020	June 2020	School administrators will continue to utilize the existing flexible schedule to allow for peer observations and coaching, refining the process as appropriate.
January 2020	June 2020	School administrators will continue to assist staff in utilizing the existing flexible schedule to establish team teaching opportunities between teachers in order to support more small group interdisciplinary, project-based learning opportunities, particularly those pertaining to conceptual attainment of mathematical concepts, refining the process as needed and providing actionable feedback.
January 2020	June 2020	School administrators will continue to capitalize upon and progress monitor the existing extended-day schedule to work with staff to design and offer small group learning opportunities after school.
January 2020	June 2020	School administration progress the use of parent communication tools, such as BlackBoard and School Tool, by all parties.
January 2020	June 2020	School administration will continue to communicate all progress and/or concerns to all stakeholders on a regular basis via face-to-meetings, written communications such as newsletters, emails and blasts, school events, and the district ESSA website page.
January 2020	August 2020	School administrators will continue to work with a consultant coach throughout the year to facilitate their leadership development.

**REVIEWER FEEDBACK**

**REVIEWER FEEDBACK ON BASELINE DATA**

**REVIEWER FEEDBACK ON AREA(S) OF NEED**

**REVIEWER FEEDBACK ON ACTIVITIES**


**REVIEWER FEEDBACK ON BENCHMARK(S)**



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<b>REVIEWER FEEDBACK ON ACTIVITIES</b>
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**Survey**

**A1. Survey Question: Provide the survey question for which the school is looking to improve its**

The school is trying to improve results across many survey questions, in the follow areas: Relationships, Emotional Safety, Physical Safety, Bullying, Substance Abuse, Physical Environment, Mental Health, Discipline.

**A2: Baseline Data: Provide the most recent survey results for the question identified above and indicate if the results come from students, families, or staff.**

**Student positive rating:** Relationships 69%, Emotional Safety 58%, Physical Safety 64%, Bullying 51%, Substance Abuse 65%, Physical Environment 53%, Mental Health 54% Discipline 71%. **Parent positive rating:** Relationships 71%, Emotional Safety 72%, Physical Safety 78%, Bullying 54%, Substance Abuse 68%, Physical Environment 86%, Mental Health 44%, Discipline 57%. **Principal and Non-Instructional Staff positive rating:** Relationships 80% (averaged Principal and Non-Instructional Staff Ratings of 78% and 81%), Emotional Safety 80%, Physical Safety 70%, Bullying 73%, Substance Abuse 65%, Physical Environment 81%, Mental Health 68% averaged Principal and Non-Instructional Staff Ratings of 75% and 60%), Discipline 67% (averaged Principal and Non-Instructional Staff Ratings of 72% and 62%). **Instructional Staff positive rating:** Relationships 84%, Emotional Safety 80%, Physical Safety 67%, Bullying 78%, Substance Abuse 59%, Physical Environment 85%, Mental Health 47%, Discipline 67%.

**Positive Rating Comparison (Chart Form)**

Constituents	Areas of Focus							
	Relationships	Emotional Safety	Physical Safety	Bullying	Substance Abuse	Physical Environment	Mental Health	Discipline
Students	71%	58%	64%	51%	65%	53%	54%	67%
Parents	71%	72%	78%	54%	68%	86%	44%	57%
Non-Instructional Staff	81%	80%	70%	73%	65%	81%	60%	72%
Principal	78%	80%	70%	73%	65%	45%	75%	62%
Instructional Staff	84%	80%	67%	78%	59%	85%	47%	67%

**B1. SCEP Goal for Survey Question**

The SCEP goal for the Survey results is a 5% reduction in infractions leading to disciplinary referrals related to disrespect schoolwide.

**C1. Area(s) of Need: Indicate the area(s) of need that have emerged in the SCEP Development Team's review of data, practices, and resources, that if addressed, could result in improvements towards this goal.**

Students, teachers, and parents, through both surveys and interviews. Each group expressed concerns that disrespectful behaviors were on the rise and were not addressed with consistency and/or regularity.

<b>D1. Action Plan - August 2019 through January 2020</b>		
<b>D2. Start Date:</b> Identify the projected start date for each activity.	<b>D3. End Date:</b> Identify the projected end date for each activity.	<b>D4. Steps to Address Areas of Need and Achieve Goal:</b> In each cell below, identify the steps the school will take, in chronological order, between August and January to make progress towards this goal.
August 2019	September 2019	Building administrators will develop a system to communicate student behavior expectations to students and staff on a regular basis in small groups at the Team, Grade, and School levels.
September 2019	September 2019	Building administration will share baseline data for behavior with staff at September Faculty Meeting.
September 2019	January 2020	Building administration will meet with all students to review the code of conduct, behavioral expectations, and school wide expectations for behavior, each marking period after the first, with an emphasis placed on areas indicated by building referral data.
September 2019	September 2019	Building administration will meet with all students to review the code of conduct, school wide expectations for behavior and baseline data at the beginning of the year. Discussion topics will include DASA, and differences between bullying and rude behavior.
September 2019	January 2020	Building administration will provide monthly opportunities for open forum and discussions with each grade level lunch. During this time discussion topics will include DASA, and differences between bullying and rude behavior. Administration will solicit feedback and ideas for general school improvements, as well as specific in the areas of: Relationships, Emotional Safety, Physical Safety, Bullying, Substance Abuse, Physical Environment, Mental Health and Discipline.
September 2019	January 2020	Building administration will review and chart discipline data (from student management system) monthly, and share trends and data with staff, with a focus on classroom disruption and other acts related to disrespect, insubordination, and bullying.
September 2019	October 2019	A committee of administrators, teachers, and support personnel develop and implement a "Minor Incident" procedure and form, with an emphasis on classroom teacher communication home and focus on expectations. The minor incident form will be used to foster more communication between teacher, parent and student. Examples of minor incidents are basic insubordination, disruption of class (yelling or speaking out), etc. For example, students receive a lunch detention on their second minor incident referral; this will reset every five weeks for the student to better connect their is an opportunity to start fresh. With each minor incident referral the staff member will be expected to call home and document this interaction on a google form.
September 2019	October 2019	Administrators will share information regarding cafeteria and general student behavior expectations via the Fall newsletter.
September 2019	October 2020	CSMS staff will implement the Positivity Project at least weekly by team, exposing all students on each team to the character trait.
September 2019	January 2020	The School Administrators will work with staff to improve the overall school climate for students, emphasizing the need for students' sense of belonging and efficacy in an effort to minimize "nuisance behaviors".
September 2019	January 2020	Staff will explicitly teach positive behaviors and will offer positive reinforcement by contacting parents regarding their child's positive behaviors.
September 2019	January 2020	Staff will help to build emotional support systems utilizing human resources such as counselors, social workers, and outside agencies to help conduct root cause analyses on the cause of persistent negative behaviors.
September 2019	January 2020	Teachers will capitalize on peer modeling in small groups to help students understand behavioral expectations.
September 2019	January 2020	Administration will work regularly with monitors and the SRO to clarify behavioral expectations in the hallways and lunchroom.
September 2019	January 2020	Support personnel will capitalize on morning gymnasium time to incorporate movement and positive student interaction.
September 2019	January 2020	School administration will communicate all progress and/or concerns to all stakeholders on a regular basis via face-to-meetings, written communications such as newsletters, emails and blasts, school events, and the district ESSA website page.
July 2019	January 2020	School administrators will work with a consultant coach throughout the year to facilitate their leadership development.
<b>E1. Mid-Year Benchmark(s) -</b> Identify what the school would expect to see in January to know it is on track to reach its goal. While this can be descriptive, schools should use quantifiable data when applicable.		January 2020, school discipline data will show an overall 3% decrease in behaviors and dispositions related to disrespect schoolwide.

<b>F1. Action Plan - January 2020 through June 2020</b>		
<b>F2. Start Date:</b> Identify the projected start date for each activity.	<b>F3. End Date:</b> Identify the projected end date for each activity.	<b>F4. Steps to Address Areas of Need and Achieve Goal:</b> In each cell below, identify the steps the school envisions taking in the second half of the school year IF it determines that the August to January steps have been successful.
January 2020	June 2020	Building administration will review and chart discipline data (from student management system) monthly, and share trends and data with staff, with a focus on classroom disruption and other acts related to disrespect, insubordination, and bullying.
January 2020	June 2020	Building administration will review and chart discipline data after each marking period, and share trends, data, and strategies with staff at faculty meetings and other staff gatherings.
January 2020	June 2020	Building administration will provide monthly opportunities for open forum and discussions with each grade level lunch. During this time administration will solicit feedback and ideas for general school improvements, particularly in the areas of: Relationships, Emotional Safety, Physical Safety, Bullying, Substance Abuse, Physical Environment, Mental Health and Discipline.
January 2020	June 2020	The building administrators will notify parents and caregivers regarding cafeteria and general student behavior expectations via the Spring parent newsletter.
January 2020	June 2020	The School Administrators will continue to work with staff and families to improve the overall school climate for students, emphasizing the need for students' sense of belonging and efficacy.
January 2020	June 2020	Staff will continue to explicitly teach positive behaviors and will offer positive reinforcement by contacting parents regarding their child's positive behaviors, taking time to review expectations after extended breaks from school.
January 2020	June 2020	Staff and administrators will continue to expand and enhance emotional support systems utilizing human resources such as counselors, social workers, and outside agencies to help conduct root cause analyses on the cause of persistent negative behaviors.
January 2020	June 2020	Administration meet regularly with monitors, support personnel and the SRO to clarify and problem solve negative behaviors in the hallways, cafeteria, and gymnasium.
January 2020	June 2020	Compare Positivity Project baseline behavioral data from 2018-2019 school year with partial implementation of P2 to a full semester of P2 whole building implementation.
January 2020	June 2020	School administration will continue to communicate all progress and/or concerns to all stakeholders on a regular basis via face-to-meetings, written communications such as newsletters, emails and blasts, school events, and the district ESSA website page.
January 2020	August 2020	School administrators will continue to work with a consultant coach throughout the year to facilitate their leadership development.

**REVIEWER FEEDBACK**

**REVIEWER FEEDBACK ON BASELINE DATA**

**REVIEWER FEEDBACK ON GOAL**

**REVIEWER FEEDBACK ON AREA(S) OF NEED**

**REVIEWER FEEDBACK ON ACTIVITIES**

**REVIEWER FEEDBACK ON BENCHMARK(S)**

<b>REVIEWER FEEDBACK ON ACTIVITIES</b>

**Chronic Absenteeism or School-Selected Indicator**

<p><b>A1. Chronic Absenteeism (CA) or School-Selected Baseline Data: Provide the most recently available information</b></p>		<p>The school's 2016-2017 Chronic Absenteeism rate for all students was 15.4%. In addition, the 2016-2017 Chronic Absenteeism for Economically Disadvantaged students was 21.0%, and the Chronic Absenteeism rate for Hispanic students was 21.1%.</p>
<p><b>B1. SCEP Goal for Chronic Absenteeism (if required) or School-Selected (if CA goal is not required)</b></p>		<p>By June 2021, the school's Chronic Absenteeism rate will be 13.8% for all students. By June 2021, the Chronic Absenteeism for Economically Disadvantaged students will be 18.7%, and 18.6% for Hispanic students.</p>
<p><b>C1. Area(s) of Need: Indicate the area(s) of need that have emerged in the SCEP Development Team's review of data, practices, and resources, that if addressed, could result in improvements towards this goal.</b></p>		<p>Review of data: The percentage of students identified as chronically absent has increased every year for the past three years. DTSDE Feedback: The school needs a comprehensive system to address student attendance.</p>



**D1. Action Plan - August 2019 through January 2020**

<b>D2. Start Date:</b> Identify the projected start date for each activity.	<b>D3. End Date:</b> Identify the projected end date for each activity.	<b>D4. Steps to Address Areas of Need and Achieve Goal:</b> In each cell below, identify the steps the school will take, in chronological order, between August and January to make progress towards this goal.
	September 2019	Administrators will establish an Attendance Committee that will design and implement an Attendance Early Warning and Intervention Monitoring System.
August 2019	September 2019	Administrators and the Attendance Committee will review 2018-2019 attendance data to: determine the returning students who were chronically absent and establish tiered Interventions and supports; identify incoming siblings of students who were identified as chronically absent; and establish early intervention supports to prevent a repetitive pattern. Resources will include <i>Attendance Works</i> website, and <i>A School Leader's Guide to Tackling Attendance Challenges</i> .
August 2019	September 2019	Administrators and the Attendance Committee will review the process for identifying and addressing students in danger of becoming chronically absent. Actions include: Written notification at the 10% mark. Administrators, Counselors and Social Workers will implement a tiered intervention plan for students who are identified at risk for chronic absenteeism. Interventions may include, but are not limited to, student meetings to establish cause and remediation; parent meetings to determine cause and remediation; home visits; written notifications and phone calls; incentive and recognition programs; and, if appropriate, the involvement of Child Protective Services.
August 2019	September 2019	Administrators and the Attendance Committee will clarify and communicate to all staff the Intent, content, and reporting requirements of the newly established Attendance Early Warning and Intervention Monitoring System.
September 2019	September 2019	School Leaders will meet with Building Attendance Committee to review the 3 tier system of support which may include but are not limited to student meetings to establish cause and remediation; parent meetings to determine cause and remediation; home visits; written notifications and phone calls; incentive and recognition programs; and if appropriate, the involvement of Child Protective Services.
September 2019	October 2019	School leaders will send letters to parents explaining the importance of regular school attendance and the connection to student success.
October 2019	November 2019	The attendance Committee will draft a Parent Education and Involvement Plan, which will address parent education pertaining to the importance of regular student attendance, among other critical parent involvement issues.
September 2019	January 2020	The Attendance Committee will meet monthly or bimonthly to review student attendance data and assess necessary revisions to placement within the identified Tiers of support for individual students. In addition, the committee will review data for any new students requiring individual attendance intervention plans as appropriate.
September 2019	November 2020	The School Administrators will work with staff to improve the overall school climate for students, emphasizing the need for students' sense of belonging and the value of student input and efficacy.
September 2019	January 2020	School administration will communicate all progress and/or concerns to all stakeholders on a regular basis via face-to-meetings, written communications such as newsletters, emails and blasts, school events, and the district ESSA website page.
July 2019	January 2020	School administrators will work with a consultant coach throughout the year to facilitate their leadership development.

**E1. Mid-Year Benchmark(s) - Identify what the school would expect to see in January to know it is on track to reach its goal. While this can be descriptive, schools should use quantifiable data when applicable.**

By January 15, 2020, no more than 11% of all students will have 7 absences. By January 15, 2020, no more than 15% of Economically Disadvantaged and Hispanic students will have 7 absences.

**F1. Action Plan - January 2020 through June 2020**

<b>F2. Start Date:</b> Identify the projected start date for each activity.	<b>F3. End Date:</b> Identify the projected end date for each activity.	<b>F4. Steps to Address Areas of Need and Achieve Goal:</b> In each cell below, identify the steps the school envisions taking in the second half of the school year IF it determines that the August to January steps have been successful.
	January 2020	The attendance committee will meet in January to determine which students have more than 7 absences and make an individualized plan for each child.
January 2020	June 2020	Administrators and the Attendance Committee will continue monthly meetings to implement a tiered intervention plan for students who are identified at risk for chronic absenteeism. Interventions may include, but are not limited to, student meetings to establish cause and remediation; parent meetings to determine cause and remediation; home visits; written notifications and phone calls; incentive and recognition programs; and, if appropriate, the involvement of Child Protective Services.
January 2020	June 2020	School leaders will continue to communicate with parents explaining the importance of regular school attendance and the connection to student success.
January 2020	June 2020	The attendance Committee will review and refine as needed the progress of the Parent Education and Involvement Plan, which will address parent education pertaining to the importance of regular student attendance, among other critical parent involvement issues.
January 2020	June 2020	The School Administrators will progress monitor and refine efforts with staff to improve the overall school climate for students, emphasizing the need for students' sense of belonging and the value of student input and efficacy.
January 2020	June 2020	School administration will continue to communicate all progress and/or concerns to all stakeholders on a regular basis via face-to-meetings, written communications such as newsletters, emails and blasts, school events, and the district ESSA website page.
January 2020	August 2020	School administrators will continue to work with a consultant coach throughout the year to facilitate their leadership development.

**REVIEWER FEEDBACK**

**REVIEWER FEEDBACK ON BASELINE DATA**

**REVIEWER FEEDBACK ON SCHOOL IDENTIFIED GOAL ONLY**

**REVIEWER FEEDBACK ON AREA(S) OF NEED**

**REVIEWER FEEDBACK ON ACTIVITIES**

**REVIEWER FEEDBACK ON BENCHMARK(S)**

**REVIEWER FEEDBACK ON ACTIVITIES**
